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Henry S. Drake copy  
READ, CIRCULATE, AND DISCUSS.

AN ADDRESS

LEGISLATURE OF INDIANA,

AT THE

COMMENCEMENT OF ITS SESSION,  
DECEMBER 6th, 1847.

UPON

POPULAR EDUCATION.

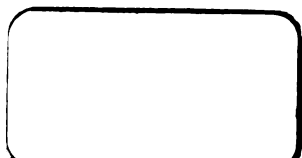
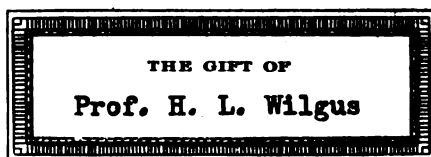
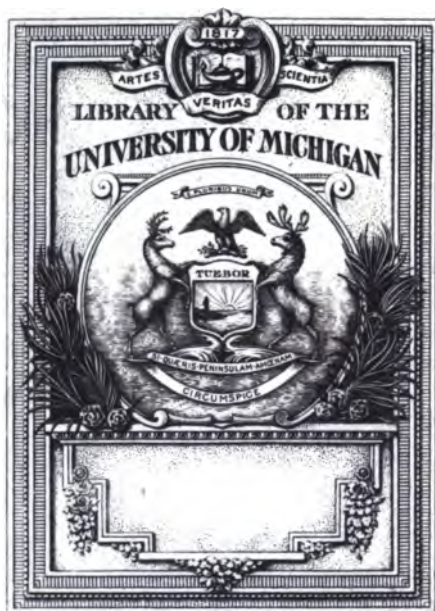
BY

ONE OF THE PEOPLE.

INDIANAPOLIS:

PRINTED BY JOHN D. DEFREES.

1848.







*Wells, Cole*

AN ADDRESS

TO THE

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LEGISLATURE OF INDIANA,

AT THE

COMMENCEMENT OF ITS SESSION,  
DECEMBER 6th, 1847.

UPON

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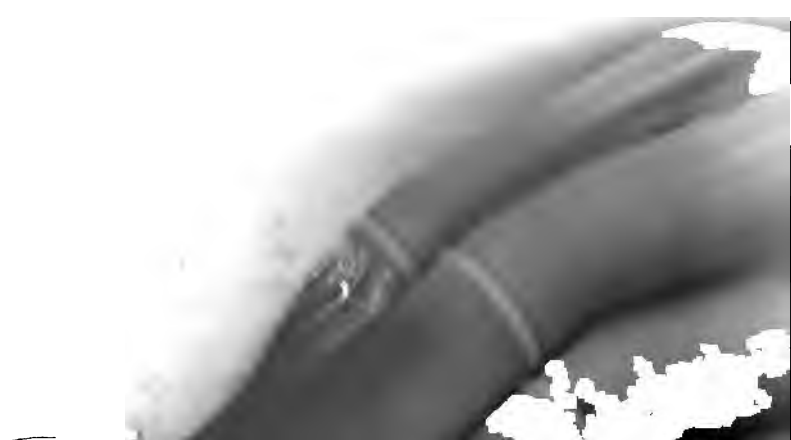
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ONE OF THE PEOPLE.

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1848.



Gift  
Prof. H. L. Wilgus  
NOV 7 1843

## TO THE PUBLIC.

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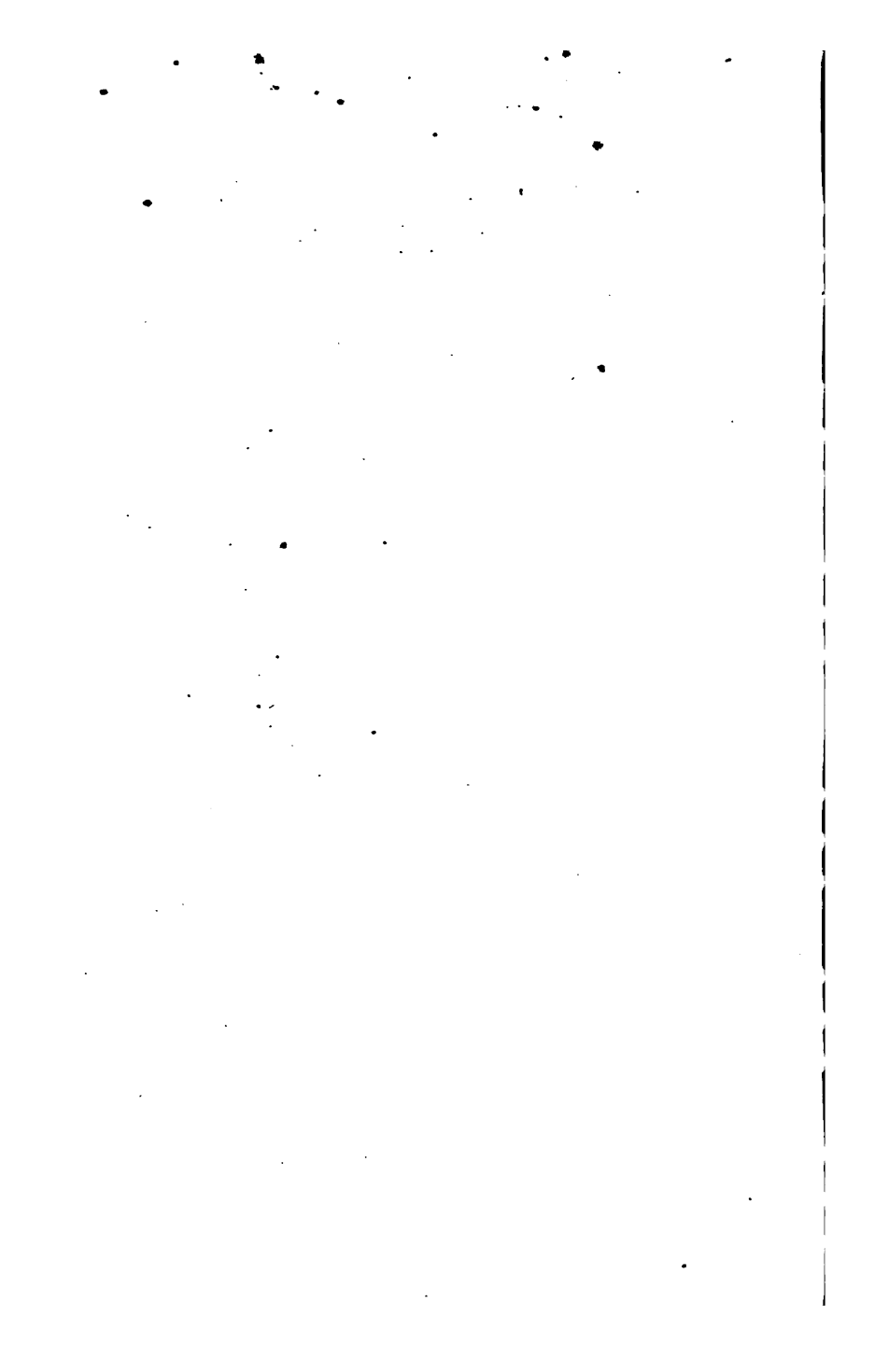
It has been suggested that the subject discussed in the following Address, originally prepared for the special consideration of the Legislature, might be interesting to the community, and its publication in pamphlet form, for general distribution, might contribute to awaken a deeper interest in the cause of Popular Education, in all its departments. With the hope that it may, in some humble degree, subserve this important end, it is now commended to the candid perusal of all who believe that the *true glory* of a nation, consists in the intellectual and moral elevation of the entire mass of its citizens,—with the request that all who read it, if the views suggested be deemed sound and correct, and the facts it contains be considered valuable, will call the attention of their fellow-citizens to the subject, so that a subsequent Legislature, if the present one does not act in the premises, may be prepared to reflect the voice of the people, in their action on the revision of our Educational system.

THE AUTHOR.

November 20th, 1847.







## ADDRESS.

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*Gentlemen of the Senate and House of Representatives :*

In contemplating your duties at the approaching session of the Legislature, your attention has doubtless been directed to the subject of Popular Education. There is no topic which presents stronger claims on your notice, or calls more imperatively for wise, efficient, and prompt action than this. The framers of our State Constitution entertained enlarged and noble views of what was necessary to elevate the rising generation to that degree of intelligence and wisdom, which would insure the safe custody of those important interests soon to be entrusted to them. A system to accomplish this noble object, has yet to be matured and put in operation. What has been accomplished, in comparison with what has yet to be done, is little else than the glimmerings of the morning twilight, to the full orb'd splendor of midday. Our present system approaches about as near to a perfect one, as the first steam-boat on the Hudson, did to the floating mansions that now navigate the father of waters. We must abandon the old craft, and prosecute the remainder of the voyage in a bottom of better model, superior finish, and greater power. When could there be a more favorable opportunity for its construction, or a more urgent demand for its services, or a richer promise of freight ? With rich models for imitation, and abundant materials of the finest quality within your reach, what prevents the bark from being built, launched, rigged, freighted, and cleared for a nobler voyage, than ever tempted the cupidity of man ? It must and will be done, whether by you or your successors, remains to be seen. The present time seems peculiarly favorable for a thorough discussion of the subject of education in all its departments, and the adoption of such measures as will impart life and energy to the whole system. The Legislature that shall accomplish this work, will merit and receive the blessings of posterity, and be held in perpetual remembrance by all future generations in our beloved State. If this honor is gained, you will have no occasion to envy the laurels of the proudest conquerer.

✓ The topics that have engrossed the public mind for the last ten years, have, in a good measure, been happily disposed of, and the foul blot that has so long rested on the fair escutcheon of our commonwealth, has at length been erased. We are now at liberty to contemplate other and higher interests. Though "a good name is more to be desired than great riches," yet it must be admitted, that whatever will secure both this and the higher interests, has stronger claims upon our attention. That a thorough intellectual and moral training of the rising generation, will accomplish both of these important objects, admits of no doubt. The history of our own country furnishes abundant evidence. Where is the greatest thrift and untarnished public faith? Are they not to be found in connection with the highest elevation of intellectual and moral culture? Such an education is the birthright of the entire youth of our State, and it requires no aid of fancy to hear them demanding the redemption of the pledge embodied in the fundamental law of the State. Shall the plighted faith of this commonwealth in pecuniary matters, be maintained at any sacrifice, and an earlier and higher pledge to those dearest to our hearts, as parents and patriots, remain unredeemed? The very suggestion of the inquiry is enough to thrill every heart, nerve the feeblest arm, and impart courage even to pusillanimity itself.

You have doubtless observed the increasing interest that is felt in this subject by the community at large. It has shown itself in various ways, and in the most unequivocal manner. It has been the theme of newspaper discussion, the subject of individual remark in the social circle, at the fire-side, and on the public thoroughfares. Your illustrious predecessors expressed their deep conviction of its transcendent importance, by a formal invitation of its most intelligent and ardent friends to meet in convention at the capitol, to deliberate, discuss, and embody their united wisdom and experience for your special benefit. Occupied in maturing a plan for the liquidation of our State debt, and the redemption of its tarnished honor, they could only like David, collect the materials for the erection of an edifice, whose glory should as far surpass the splendor of the Jewish temple, as moral and intellectual refinement exceed the most gorgeous embellishment of art. With the light they have caused to be thrown upon your path, and the aid that can be obtained from other sources, it is confidently expected by your fellow-citizens, that the subject of Education in all its departments, will receive from you that degree of attention, which it may justly claim at the hands of the legislators of a great and growing State.

Its importance cannot be more fully and happily expressed in a single sentence, than it has been by one of its distinguished friends, when he remarked: "*Human happiness has no perfect security but freedom; freedom none but virtue; virtue none but knowledge; and neither freedom nor virtue has any vigor or immortal hope, except in the principles of the christian faith,*"

*and in the sanctions of the christian religion."* This is a noble sentiment, worthy to be inscribed in letters of gold, and hung up in every school-room, college, and legislative hall in our land, for the contemplation of the present and future occupants of these seats of influence and power. A sympathy with such views on your part, cannot fail to impress you with a deep sense of the responsibility resting upon those, whose duty it becomes to mature and perfect a system of means, which shall guarantee that happiness to the latest posterity. In this department of your labors, you are not summoned to enter an unexplored region, nor to draw entirely upon your own resources of wisdom and experience. Others have preceded you in the noble enterprise of providing for the intellectual wants of our youth. You are not required to originate, but to select and combine. The materials furnished by the experience of others, are within your reach, and you need aspire to no higher honor than such selection and combination, as will carry out the provisions of the Constitution of Indiana, contained in the declaration, "to provide by law for a general system of education, ascending in regular gradation from township schools to a State University."

Before entering upon the selection and arrangement of these materials, it may be well to take a brief survey of the several States of the Union, and ascertain the degree of light and intelligence enjoyed by them respectively. Such a survey may serve to impart ardor to our zeal, and give direction to our inquiries for aid, as well as show us our relative rank in the scale of intelligence. The following table has been prepared with great care from the census of 1840, and a thorough examination of it in detail, cannot fail to suggest to the thoughtful mind, reflections of a sad and melancholy character. It will afford valuable hints upon the connection of adult ignorance and improvident legislation. It shows us that we have more occasion to redouble our efforts to arrest the progress of ignorance and vice, than to boast of our intelligence and virtue.

1	Connecticut,	163,843	526	311.2
2	New Hampshire,	149,911	942	159.1
3	Massachusetts,	403,761	4,448	90.7
4	Maine,	234,177	3,241	72.2
5	Vermont,	144,136	2,270	63.4
6	Michigan,	96,189	2,173	44.2
7	Rhode Island,	66,835	1,614	35.2
8	New Jersey,	166,964	6,325	26.1
9	New York,	1,155,522	44,452	25.9
10	Pennsylvania,	765,917	33,940	22.2
11	Ohio,	638,640	35,394	18.
12	Louisiana,	79,000	4,861	16.2

13 Maryland,	154,087	11,605	13.2
14 Mississippi,	73,838	8,360	8.4
15 Illinois,	198,413	27,502	7.2
16 Indiana,	268,052	38,100	7.
17 Missouri,	131,679	19,457	6.7
18 Kentucky,	242,974	40,018	6.
19 Alabama,	130,900	22,592	5.79
20 Delaware,	27,629	4,832	5.71
21 Virginia,	329,959	58,787	5.6
22 South Carolina,	111,659	20,615	5.4
23 Georgia,	160,957	30,717	5.2
24 Arkansas,	30,552	6,567	4.6
25 Tennessee,	248,928	58,531	4.2
26 North Carolina,	209,685	56,609	3.7

Let us ponder some of the results disclosed by these investigations.

The general average of adults over 20 years of age unable to read and write in the United States, is one *eleventh and six tenths*, (11. 6.) In the free States it is one *twenty second*, and in the slave States it is one *fifth and sixth tenths*, (5. 6.)

Adults in the United States are	-	-	-	-	-	6,374,207
" " Free States	-	-	-	-	-	4,442,360
" " Slave States	-	-	-	-	-	1,931,847 /

Each representative in Congress has an adult constituency in the Free States,	-	-	-	-	-	32,906
Slave States,	-	-	-	-	-	21,952

The above exhibit discloses a state of things that may well alarm us for the perpetuity of this Union, and rouse the public mind from its comparative apathy and indifference to the intellectual culture of the rising generation. It might be well for Congress to order the construction of a *National Map*, illustrating by appropriate colors, the relative adult intelligence of the several States, and the Congressional districts of the States, and then distribute copies of it so generously that the people could get a glimpse of the gloomy picture. Let them be hung up in every legislative hall in the country. Let them be suspended in the capitol at Washington, for the special contemplation of each *representative* in our national councils. Were *Indiana* to order *such a map* to be suspended in the capitol for the use of the members of the Legislature, the following table will afford a faint idea what sombre shades would mar some of the fairest and richest portions of our State.

Counties.	Over 20 years of age.	Unable to read and write.	Proportion of those over 20 unable to read and write.
1 Putnam,	6091	1021	5. 9
2 Montgomery,	5519	1058	5.

3 Fountain,	4331	844	4. 9
4 Huntington,	612	131	4. 6
5 Hendricks,	4175	924	4. 5
6 Tippecanoe,	5641	1246	4. 5
7 Washington,	5932	1332	4. 4
8 Green,	3071	740	4. 1
9 Daviess,	2668	667	4.
10 Lawrence,	4330	1085	3. 9
11 Parks,	5171	1314	3. 9
12 Owen,	2014	793	3. 6
13 Scott,	1622	470	3. 4
14 Warwick,	2441	715	3. 4
15 Rush,	6051	1789	3. 3
16 Gibson,	3471	1044	3. 3
17 Orange,	3630	1167	3. 1
18 Hamilton,	3777	1271	2. 9
19 Dubois,	1459	532	2. 7
20 Clay,	2006	738	2. 7
21 Jackson,	3411	1412	2. 4
22 Martin,	1490	620	2. 3
23 WAYNE,	9349	42	222!

There is one bright spot on our Eastern horizon, presenting an agreeable contrast, which to the honor of the "*Friends*," deserves to be exhibited, showing, as it does, what can be done even in Indiana, when there is a disposition. (Appendix A.)

From the above tables it will be seen that we are the most ignorant of the *free States*, and are far below even some of the *slave States*. One *seventh* part of our adult population are unable to read the word of God, or write their names. Some of our counties are enveloped in a thicker intellectual darkness than shrouds *any State* in the Union. These facts have a very obvious connection with another contained in the last report of the superintendent of common schools, viz: that only 36 *hundredths* of the children between five and twenty years of age in the State during the last year were in school, leaving 64 *hundredths* without any of the blessings of such institutions. No wonder that we pay *twice as much* for the conviction and punishment of crime every year as the available income of *all our educational funds* for common schools. "It is believed by competent judges that \$250,000 are annually expended in this State in different ways, for the apprehension, support and punishment of criminals." It is not in the compass of figures to represent, nor indeed within the power of language to express the extent of the loss sustained by such a state of things, in our pecuniary, civil, social, moral and intellectual interests. An interesting body of facts and suggestions illustrative of these points, is contained in the Ad-

dress published by the committee appointed by the Educational Convention, which, it is to be hoped, will be extensively circulated in all parts of the State. The experience of States and individuals, affords abundant evidence that our best and dearest interests suffer every moment that we delay action on this subject.

A discovery of our mistakes, whether the result of oversight or ignorance, may serve to excite us to greater caution in future, and stimulate to prompt and vigorous efforts to correct the evils. With this object in view, let us examine some of our oversights in legislation, that we may see more clearly the duty of applying the appropriate corrections. These will appear the more striking and obvious, when viewed in contrast with what ought to have been done, and what actually has been accomplished by others in similar circumstances.

Michigan considered the school sections in the several townships as a general and common fund for the education of all the youth of the State. She embodied the principle in her constitution, and thus, to her praise be it said, she has secured the noble object the General Government contemplated in its generous provision for common schools. When she took her place in the Federal Union, she had 1,148,160 acres of school lands, and 46,080 acres of University lands, which she selected in the most eligible and fertile portions of the State, thus enhancing very much the value of this class of her educational funds. Of these lands, she had sold in 1838, 34,399 acres at an average of \$11.97 per acre, amounting to \$411,794 33. She has, according to her revised statutes, fixed the minimum prices of her unimproved school lands at \$4 05 per acre, and her unimproved University lands at \$12 00 per acre. The avails of the school lands are a common fund for the equal benefit of all her children within certain ages. The unsold lands must be offered at public sale before they can be purchased at the minimum price of \$4 00. The 1,113,761 acres unsold in 1838 at an average of \$5 00 per acre, a low estimate, would amount to \$5,568,805. Thus we see that by wise legislation on her part, she will ultimately realize from the generous donation of Congress, a magnificent fund for the education of her rising generation.

The present income of her school fund is \$33,000. She raises a tax of one mill on the dollar, which amounts to \$33,000, and authorizes the townships to raise a tax, the amount of which shall be equivalent to fifty cents on each child between 4 and 18 years of age in the township. The superintendent states the amount of this tax at \$60,000. Thus we see that Michigan, with a valuation of \$33,000,000, raises \$93,000 annually to add to the interest of her school fund.

I would suggest, that the Legislature request Congress to permit the State of Indiana to select the deficit of 8320 acres, which was found to exist in one of her townships, granted for University purposes, from any unsold

lands belonging to the United States in Indiana. The lands selected should not be sold for less than \$5 00 per acre, and thus we should realize the handsome sum of \$41,600, almost equal to half of the present productive funds of the University. The claim being so just and equitable, there seems no good reason why the grant properly and vigorously pressed, should not be made. It is to be hoped that the subject will receive due attention.

Indiana, containing 35,626 square miles, would be entitled to 632,960 acres of school lands, which at \$5 00 per acre would produce a fund of \$3,164,800, the interest at 6 per cent. would be \$189,888. Her two townships for collegiate education, of 46,080 acres at \$10 00 per acre would produce a fund of \$460,800, but as one of her townships was a fractional one, the number of acres she received for this purpose was only 37,760, which at \$10 00 per acre would afford a fund of \$377,600, the interest of which at 6 per cent. would be \$22,656. Had we been as wise as our Peninsula sister, we should have ultimately realized a common school fund of \$3,164,800, instead of the present congressional township fund of \$1,410,942 as reported last year. Our University fund would have been \$377,600, yielding an annual income of \$22,656, instead of the \$94,821 productive fund reported in 1840, yielding at 6 per cent. \$5,689.

Our lack of wisdom in not guarding against the premature sale of the school lands, is disclosed by such facts as the following. The school section in one of the townships of Hendricks county, was sold for less than \$1,000. The purchaser having improved it a few years, sold it for some \$5,000. That we committed an oversight in not regarding the proceeds of the school sections as a common fund, thus securing to the citizens of the poorer counties, a participation in the avails of the more valuable lands in the richer counties, is evident from such facts as the following. A school section in Tippecanoe county was sold for more than \$10,000, another in Vigo for some \$18,000. There will probably not be more inhabitants in the rich township on the Wea plains, than in many of the townships of the poorer counties, where the school section would not sell for the government price. It may be said that there will be ten times as many children to be educated in that township of Vigo, whose school section yielded such a handsome sum, as will need instruction in many a township whose school section will not find a purchaser for fifty years. True, there may be a great disparity in the number of children in Terre Haute, and a township among the knobs and beech flats of some poorer sections of the State, but will there not also be a still greater inequality in the amount of wealth of the two places? The palpable injustice of this principle of distribution is manifest, whatever view is taken, whether of the number of children to be educated, or the ability of the township to furnish the means of instruction. The commonwealth is equally interested in the education of all portions of her future voters and legislators. If any preference should be given in the dis-



tribution of the funds entrusted to her care, it should most obviously be to those whose natural advantages of *soil and situation*, are the least favorable. It is painful to reflect how much the commonwealth has suffered already from such a construction of the grant, as helps those most who have the least need, and aids those least, who require the most assistance. It is a shame that such evils should exist, and I blush for the man who would oppose that construction of the law, which alone realizes the obvious intent of the grant. If Michigan is *right* in her construction of the grant, then Indiana is *wrong*.

That the former is *correct*, let us consider the nature of the grant, and the manner of it. No one will question for a moment the position, that Congress intended the equal benefit of the rising generation, without regard to township lines, or any other consideration, either of indigence or wealth. It would be a poor compliment, indeed, to the wisdom and forecast of those statesmen, who made such magnificent provisions for education in this great valley, to say that they did not see that, if it was regarded as an absolute and specific grant to the inhabitants of each township, for their sole and exclusive benefit, they would be helping the rich at the expense of the poor. To attribute to them such unstatesmanlike and anti-democratic views, would be the vilest slander. Better reasons can be assigned for their action, reasons which it becomes the legislators of our State duly to consider. If the error originated in our early legislators, then it becomes the duty of subsequent ones to correct it. Is it not more natural, and indeed more reasonable, to suppose that having the equal benefit of all in view, they distributed the school lands among the townships, rather than locate them in large tracts, that they might enhance their value, and interest the community more generally in their preservation and improvement? Had this been their object, they could not have devised a wiser plan. By locating the school section as near the centre of the township as possible, they gave the land an *extrinsic* value, in addition to its *intrinsic* worth. Such would be the result is obvious, for when the township became settled and a body corporate, land situated at the centre, other things being equal, would be more valuable than the same quality of land in remote parts of the township. It is doubtless with reference to this fact, that Michigan has made provision for laying out her school sections in town lots, when deemed advisable. The location of the school lands in single sections in the several townships in preference to large tracts, would have the effect, not only to give them a greater value, but also to interest more extensively the whole community in the judicious sale of them, and render them more speedily productive by the cultivation and improvement of the adjacent lands.

If such were their object, they could not have devised a wiser or more efficient plan to accomplish their purpose, than they have done. How gross

a perversion of their noble and philanthropic views, is the construction that has hitherto been put upon the grant, the more shameful, when it is considered that the practical operation of the view, is to aid the rich at the expense of the poor. I honor both the heads and the hearts of those noble statesmen too much, to believe for a moment, that such a construction is the proper exponent of their views. Let justice be done both to *them* and the *rising generation*, cost what it may.

Does any one say, many of the townships would not relinquish the benefit, which their wisdom and forecast have secured to them by the judicious sale of their school sections, so far as to consent to merge their school money in a common fund? Have they done anything more than they ought to have done, even if the more liberal construction had originally been placed upon the grant? If not, then where is the ground of this claim to peculiar privileges over their fellow-citizens? Surely no honorable man would wish to retain what did not belong to him, or refuse to restore what might have come into his possession by another's oversight. What would be thought of a man, who would not be willing to take his part of a paternal estate by valuation? The question is not of relinquishment, but of ownership. If the point is admitted, that Congress gave the lands appropriated for educational purposes, to the several States for the equal benefit of all the citizens in educating their children, then no exclusive title to these lands can equitably be claimed by any township. Besides, if this were the case, the interests of those few townships, whose school lands have been sold for large sums, would not be wholly overlooked by the contemplated arrangement, for they would participate *equally* with their less favored fellow-citizens; nor would the sacrifice called for be without some advantage even to those making it, for they would be benefitted in the more general diffusion of knowledge and consequent improved legislation. Our social and pecuniary interests are not limited by township lines. We have too much of the locomotive propensity to be confined within certain geographical limits all our days, nor can we expect our children will have less enterprise than ourselves. The satisfaction of knowing that wherever in the State we, or they, may hereafter locate, we should enjoy the same advantage from public funds for education, is surely worth some sacrifice to secure, and it would be no little honor to us as a State, to assure those who seek a settlement among us, that they shall share in the educational funds according to the number of children, irrespective of all other considerations. Is it said, that the Legislature has no power to consolidate these funds? Then it may be asked, what authority has it to pass laws releasing the securities of insolvent school commissioners, if it has no power to regulate the distribution of these funds? Such a release is more an act of *injustice* than the equitable distribution of them in the manner suggested. The exercise of undelegated power in the one case, is just as *unconstitu-*

tional as in the other. If it were a legitimate act to release, then it will be equally so, to distribute.

There is but one way to secure good schools, and that is to pay for them. There is but one method to induce the youth to frequent them, and that is to make them what they ought to be, by such appliances of funds as will awaken an universal interest in them. Experience has shown that this can be effectually done only by drawing a large share of the funds for their support, directly from the pockets of the people, upon the ad valorem principle of taxation. When we are required to pay a tax for the support of schools, irrespective of the question whether we have children to educate or not, then we shall attend the school meetings, take an interest in having a good school in our several districts by employing competent teachers, furnishing the children with suitable school books, comfortable and convenient school rooms, and visiting them from time to time to ascertain whether teachers and taught are doing their duty. It is vain and idle to suppose they will flourish without the appliance of that motive power of universal action, *interest*. In no department of human enterprise has this truth been more fully demonstrated than in Education. The best schools, both in this country and in Europe, are to be found only in connection with funds raised on the principle above mentioned. Public funds are desirable only to encourage effort, not to supersede the necessity of exertion. This is evident from the character of schools in States where they are sustained almost wholly by public funds, compared with schools sustained by taxes.

Let us shut our eyes no longer to the teachings of experience. Let us have a system based on the broad and republican principle, that *it is the duty of the State to furnish the means of primary education to the entire youth within her bounds*. Impressed with a just appreciation of the magnitude of the enterprise, the value of the interests at stake, and the obstacles to be overcome, let us not despair of success, assured that intelligent efforts, directed by kindness and perseverance, cannot fail of ultimate triumph. We must not be discouraged by ignorance and prejudice. To remove the one and correct the other, we need nothing but the combined influence of light and love. All, to a greater or less extent, are aiming at the same object, and they differ only as to the means. Convince the ignorant man that knowledge would increase his happiness, and give him power for good, and you make him a staunch friend of learning. Satisfy the prejudiced man, that he has only misapprehended the best means of securing his own welfare, and the happiness of his children, and you convert him into an unflinching and zealous advocate of common schools. Let us gather up the experience of the past, and bring it to bear upon the subject of popular education, and we shall find in Indiana as cordial friends to the intellectual and moral culture of the rising generation, as in any other State in the Union. Awaken the public mind, and concentrate it on the question, *Am I not interested in the proper education of all that are socially and politically connected*

with me? The bearings of such a question have not been duly considered. It needs to be discussed and examined. We are a shrewd people where dollars and cents are concerned. Many have never taken that view of their duty, and when it has been presented to them, have frankly acknowledged that they have never thought of it in that light. Does not the *Farmer* derive as large a per cent. upon what he expends in the education of his children, as from any investment he can make of his funds? Does the amount which he pays to sustain a good school for the instruction of *all* the children in the district or township in which he lives, never find its way back again to him in the improved character of the community for intelligence, enterprise, and morals? Is not real estate in such a community more valuable, capital more productive, and enterprise more intelligent and successful? Would not the general thrift and prosperity caused by this intellectual and moral elevation, lighten public burdens, increase social enjoyments, enhance the value of property, multiply the facilities for its acquisition, and increase the security of its possession? Such cultivation could not fail to diminish pauperism and crime, lessen poverty and suffering, throw around the gardens, orchards, and the products of the field, an inclosure that would never be passed, improve the highways and materially increase the substantial comforts and conveniences of the house, the farm, and the implements of husbandry. [Appendix B. and D.]

An enterprise fraught with such blessings should not be permitted to fail for lack of funds. Let a tax of two mills on a dollar be levied and paid into the State treasury, and disbursed to the several townships, according to the number of children between certain ages. Let the townships be authorized to raise a tax of one mill on a dollar, in addition to the State tax, if they choose, and should they do so, it would be no more than Michigan does for the same noble purpose. The State tax would yield, according to last year's valuation, \$244,534, which added to the income of our educational funds as reported by the superintendent last January, would afford us \$364,531. The township assessment would furnish an additional sum of \$122,265, swelling the aggregate to \$486,796.

Let no one be alarmed at the proposition, for it will impose burdens grievous to be borne on no one. The poor man with only 40 acres of land, valued at \$250, would be called upon to pay a tax of only *fifty cents*. The owner of an 80 acre lot worth \$500 would be taxed only *one dollar*, and the possessor of \$1,000 would be required to pay but two dollars to secure to all his children, what now costs three-fourths of the community twice as much to obtain for *one* child. Such a plan would distribute the burdens equitably on all according to their ability to bear them, and according to the pecuniary interests affected by the intellectual and moral elevation of the great mass of the people. Is not the *rich land holder* interested to the full amount of his property in the moral and intellectual culture of the com-

munity in which it is located? Is not its value *enhanced* by the intelligence and virtue, and *lessened* by the ignorance and vice of the surrounding neighborhood? Is not the *merchant* also interested to the full amount of his stock in trade, in the enterprise, intelligence and integrity of the community in which he does business? Would he find so large a share of his profits engulfed in the whirlpool of bad debts, if the people were honest and industrious? Can the *manufacturer* invest his capital with equal security and hope of success among an ignorant and vicious people that he could in an intelligent and virtuous community? Would a rail road or a telegraph, running through a region, whose inhabitants, induced by designing men to believe that such monopolies were hostile to their interest, should obstruct the cars, remove the rails, or cut the wires, be as productive, or the market value of its stock be as high, as it would be, if such an improvement was situated in a section of the country distinguished for its provision for the education of the whole rising generation without distinction?

Then the rich will have no occasion to complain of the burden of a two mill tax, when they consider that their property is not only affected in its value by the character of the immediate community in which it is located, but also by the legislation of the State where it is vested. It is evident that the vote of a wise man and a sound statesman, will count no more than that given by an ignorant, selfish demagogue. Can it be reasonably expected that the representatives of an ignorant county will be as intelligent and competent to enact wise and judicious laws, or take as enlarged and liberal views of the real interests of the commonwealth, as those chosen by a more intelligent constituency? Their honesty and patriotism may be equal, but their legislative competency may justly be questioned. If this be a sound and correct conclusion, then the man of wealth will find no better investment for the small portion of his funds, which such a law would require, than the object contemplated by the passage of such a bill. His property, as far as affected by legislation, is just as much in the power of the representative of a constituency, one *third* of whom can neither read nor write, as it is in that of the man who has the honor to represent "Old Wayne," and who may well be proud of the fact that of his 9349 adult constituency in 1840, only *forty-four* were unable to read.

Pass such a law, and it would immediately remove two of the most formidable obstacles to the prosperity of our schools—the want of adequate funds, and a proper degree of interest in the school by the great mass of the people.

Having provided the pecuniary means for the support of our schools in a manner that cannot fail to awaken an interest in the minds of the community at large, let us now direct our attention to the question, what are the essential characteristics of a system that will most effectually secure the proper education of the entire youth of our State? Experience replies in a

one that may well challenge our attention, a system that provides for comfortable and convenient school houses, competent teachers, suitable school books, and efficient supervision, is the only one that will accomplish the object, and is the only one deserving the notice, or worthy the sanction of a legislative body.

A moment's consideration of the work to be performed, and the agents employed, will be sufficient to satisfy us that both wisdom and economy demand, that our school houses should be neat, commodious and well arranged edifices; provided with the necessary means for heating and ventilation, as well as the appropriate apparatus for illustration in the several branches taught. It is owing, in no small degree, to the want of such buildings and apparatus, that our common schools have proved such miserable failures; children have become disgusted with these seats of learning, teachers have despaired of success, and parents have concluded that they were nearly worthless. A school room with a suitable degree of light and heat, a pure atmosphere, well arranged and comfortable seats, a few articles of well selected apparatus, would present attractions, and afford facilities in the acquisition of knowledge that would soon be seen in the cheerful countenances, the prompt attendance, fixed attention, and rapid progress of the children, and in the well directed and successful efforts of the teacher. Does the mind experience no inconvenience in the exercise of its noble powers, from the severe drafts made on its sympathies and energies, by the extremes of heat and cold, light and shade? Do its faculties meet with no hindrance to successful action from the *torture of backless seats*, and an impure atmosphere? How much the sluggishness, stupidity, and mental inactivity of pupils are justly chargeable to these various causes, is a question that has received but comparatively little consideration. The loss and inconvenience experienced by both teacher and scholar from this source alone, would be enough in ten years, to pay the entire expense of neat, comfortable and convenient school houses in those districts afflicted with such curses. They deserve no better name, for they have been the occasion of the ruin of many a promising youth, and have proved the starting point of a downward career that has terminated in destruction. How many boys have been flogged, how many teachers have lost their temper, how many children have acquired a distaste for knowledge, from causes having their origin in these hovels, miscalled school houses? Many a farmer makes ten fold better provision for the comfort of his *cattle*, than has been made by scores of districts for the comfort of the rising generation, in acquiring that education which shall prepare them to discharge the duties of *American citizens*. Few of those competent to judge of the reality and nature of these hindrances, will doubt that scholars have, in innumerable instances, been so seriously retarded in their studies, that it may be said with great propriety and truth, that at least *one-fifth* of their time and efforts was an absolute loss. Suppose

that the unfortunate district contains *fifty* scholars, who by this conflict with the elements are interrupted in their studies to such a degree that they do not accomplish more in five years than might be effected under more favorable circumstances in four years. Suppose the charge for tuition is only \$2.50 per quarter, then the amount of tuition of those scholars will be \$500 per annum, which multiplied by the number of years lost during the fifteen years of the child's scholastic life, swells the sum to \$1,500. Then there is a loss of three whole years of time, involving not only the loss of three years tuition, but also the expense of board, clothing, and the pecuniary value of the time. This amount is enough, without going into an estimate of the expense of board, clothing, and value of time during these three extra years, to show us in a very satisfactory manner, the economy of good school houses, in pleasant locations, and well furnished with the appropriate helps for a thorough and successful physical, intellectual, and moral training.)

The interests of the head and the heart and the purse, have far more to do with this matter of school-houses than many suppose, and far greater sacrifices of these interests are made every year than most imagine, or perhaps would be disposed at first to admit. Many a bright and promising child has passed for a blockhead in school, when his dulness was fairly chargeable to the extremes of heat and cold, and the impurities of an atmosphere rendered unfit for respiration by having been previously deprived of its vital qualities. How much listlessness, distraction of mind, and inattention have we all both witnessed and experienced in our school-boy days without dreaming of the cause? How many children of mild and amiable tempers, of lovely and agreeable dispositions, of lively sensibilities and delicate frames, have been chafed in temper, spoiled in disposition, blunted in sensibility, and tortured in body at these *depots* on the railroad of knowledge, which present a striking contrast to the *neat, commodious, and well furnished edifices* reared along the railroads of commerce for the comfort and convenience of the passing stranger. The wisdom and forecast of these *private corporations* are a keen and biting satire upon the wisdom and economy of that great and public *corporation*, the *Commonwealth*.

Is it not wise to economize the time and energies of youth in this department of their efforts, as well as in any other? Are time and money less valuable here than in other pursuits of life? Is not the very sight of many of our school houses enough to quench the ardor of the most enthusiastic pupil and discourage the heart of the most devoted and self-denying teacher? Let the proper change be made in this department of the system and we shall soon discover what is the true economy, as well as the measure of our duty. Reform here is an indispensable prerequisite to the next step in the progress of improvement.—(Appendix C.)

A neat and commodious house, pleasantly situated, judiciously seated, and well furnished with black boards, maps, and other necessary appa-

tus, and provided with the means of thorough ventilation, would give emphasis and consistency to the demand that those who might take charge of our children should be men of unblemished morals, cultivated minds, correct habits, and keenly alive to all that is lovely in character and conduct. Having made such provision for the physical comfort and convenience of our children and their instructors, we might consistently and justly expect that their efforts should correspond in some good degree to the magnitude and importance of the interests entrusted to their care and supervision. Such provision would be substantial evidence to the teacher that his patrons entertained enlarged views of the dignity and importance of his vocation, appreciated his worth, would lend him their sympathy and co-operation, and liberally reward him for his services. In such an exhibition of public sentiment, the school teacher would find strong inducements to qualify himself for his high and noble calling. He would be impelled to action by a class of motives as pure, elevated, and efficient as now prompt to effort and eminence in any department of professional life. Without such evidence on the part of the community, of its appreciation of intellectual and moral worth, what encouragement have cultivated minds to enter this employment? Why should the public complain of this class of its functionaries, so long as the exponent of its regard, is of so little pecuniary value? What inducement has a youth of commanding talents, noble and generous aspirations, to spend years of time and hundreds of dollars to fit himself for an employment that will not command a higher compensation than is given for services requiring no intellectual training nor moral culture? There is an obvious incongruity between a proper appreciation of literary worth and moral excellence, and the pitiful compensation generally accorded to its services in this department of labor. As long as the present miserable apologies for school-houses exist, with their dilapidated walls, shattered windows, backless seats, smoky chimneys, filthy floors, paintless exterior, and painful interior, so long will ignorance and vice and incompetency successfully compete with intelligence and virtue and capacity for control in these miscalled seats of learning. It was a remark of Dr. Rush that *mothers and schoolmasters* planted the seeds of nearly all the good and evil in the world. There is much truth in the remark, and it shows us the value of good schools and competent teachers, as well as intelligent mothers. Children are peculiarly susceptible of impressions, both intellectual and moral, at the age we place them under the care of these instructors. How careful should we be that their teachers should be qualified for the task, both by well furnished minds and well cultivated hearts. Such qualifications are absolutely necessary to make them safe and profitable persons to employ. Have you a horse to shoe, and do you make no inquiries whether the blacksmith is competent to do your quadruped justice? Would you commit your noble steed to the hands of one who, through ignorance



or carelessness, would make him a cripple by the first nail he drove? Would you have no relentings of heart when your favorite animal should seem to say, by his look and limp, why did you commit me to such a *block-head*? Have you a web of cloth to be converted into garments for yourself and children, and would you place it in the hands of one, who by his failure to *fit* his customers, would exhibit his *unfitness* to have charge of even a *goose*? Would you commit your shoe-leather to a knight of the awl and last, whose best claims to patronage rested upon the equivocal compliment that he possessed great skill and tact in sewing up rips? If we would not deem it wise nor economical to waste the materials for the outward comfort and adorning of our childrens' *bodies*, on unskillful workmen, why should we peril the embellishment of the *inner man*, by placing their intellects and hearts under the instruction of those whose *incompetency* is as notorious as the paltry and contemptible sum they demand for their services? If we require skillful mechanics, and will employ only such, even on the score of economy, why should we not be governed by the same wise policy in the education of our children? Is mind a less valuable material than matter to be wrought for useful purposes? Is animal sinew more precious than the moral power and undying sympathies of immortal beings? Shall the man who labors to develop the intellects of our children, and cultivate their moral powers, be placed lower on the scale of pecuniary compensation and personal consideration, than the humblest artist that gives shape and utility to inanimate matter? Shall the cashier of a bank, the superintendent of a railroad, the agent of a cotton factory, receive a larger salary than the president of a college? Is the custody of bank bills, the direction of locomotives, or the oversight of spinning jennies and power looms, of more importance to the commonwealth than the proper training of the future voters and legislators of our land? Do we need able and accomplished men to command our armies and ships of war, to train our soldiers and sailors to fight the battles of our country? Do we expect to secure the services of such men for a mere pittance? No! We pay a passed *midshipman* in the navy, or *lieutenant* in the army, a larger salary than the professors in any of the colleges in the State, except the State Institution. Elevate to its proper dignity and pecuniary reward the employment of the common school teacher, the academical instructor, the collegiate professor; then we may expect to secure the services of able and competent men. Make the profession of teaching as lucrative and honorable as the other professions, and there will be no lack of noble and generous youth to fill it.

All that legislation can appropriately do to correct the evil, is to require that public funds shall not be expended in payment of the services of any other than men of *well-trained minds and unblemished morals*. Let such a law be enacted and rigidly enforced, and let provision be made for the gra-

tuition instruction of such as will devote at least a portion of their lives to the business of instruction, and we shall soon see a radical change on this subject among the great mass of our fellow-citizens.

The importance of uniformity in school books is readily seen and admitted by all who understand and appreciate the principle of division of labor and the economy of good implements in every department of human enterprise. There is a cause for rejoicing in the fact that so many valuable textbooks, in every department of primary education, have been prepared by able and experienced teachers. In this respect the present generation enjoys superior advantages over any other, and a wise use of these facilities cannot fail to exert a happy influence in the elevation and improvement of our primary schools. The proper regulation of this matter will naturally fall within the province of that supervision which legislative enactment may provide.

A wise and efficient system of supervision of our common schools and higher institutions of learning, is the grand desideratum. To secure this will require an amount of practical wisdom and experience that it would be presumption to assert can be found in any one man.

A perfect system of primary education is a problem that has long been in process of solution. New York has approached nearer to a satisfactory demonstration of it than any other State. The concentrated wisdom of her statesmen has been directed to this very point within the last five years. It should not be forgotten, that in reasoning from the experience of small States, with a dense population, to ascertain the correct course, which larger States with a sparse population should adopt, sad and laughable blunders may be committed. What would be wise and admirably fitted to meet the wants of Rhode Island, or Connecticut, or even of Massachusetts, either of which Indiana could almost put in her "pocket," might be very inappropriate to our condition and circumstances. A State superintendent may answer very well for those States to the extremities of which he may ride in a day and lecture annually in every township. Our commonwealth is on a larger scale, and the task of performing such a service for Indiana would require more than one man could accomplish were he ever so wise and vigorous. The man who should have the vanity to imagine himself competent to accomplish the enterprise, would furnish conclusive evidence of his unfitness for the station. We divide the superintendence of our Erie Canal between two men, and think it a wise and economical arrangement. Every hundred miles of railroad demand the entire time and energies of one man to superintend. Do the supervision, and semi-annual visitation of *thirteen* branches of our State Bank, require the services of one of our ablest men? How absurd and preposterous then is it to suppose, that *one man* would do justice to our common schools, in *ninety* counties, by annual visitation, and such supervision as would impart any permanent vigor to them, or awaken that degree of interest in them.

among the great mass of the people, which their prosperity imperatively demands. It is vain and idle, to entertain for a single moment, the idea, that a "Minister of Public Instruction, with an ample salary," would prove the grand panacea, for all our educational sprains and aches. Let the matter be discussed, and the question fairly answered, will the creation and filling the office of State Superintendent, meet the exigencies of the case, and supply the grand desideratum in our educational system? Let us look at the difficulties that meet us at the outset. \* Will the office be at the mercy of party politics, and the incumbent bear the complexion of the powers that be? New Hampshire and Connecticut echo, yes. The superintendent of the former, had scarcely issued his first report, before he was officially decapitated, by the sword of Executive proscription, not for official malfeasance, but political non allegiance. In the latter, the first political change after the creation of the office, brought with it the Executive recommendation, to abolish the office, and deprive the State of the services of such a man as Henry Barnard, whose four volumes of Connecticut Common School Journal, contain an amount of educational statistics, and documentary knowledge, and practical information, of incalculable value, and a lasting memorial of the proscriptive character of his removal. If such things be done in the land of steady habits, can we reasonably suppose that they will not be re-enacted here? Create the office, and it will require no prophet to tell us, that there will be a greater crowd of ignoramuses to fill it, than ever presented themselves to the Board of the State University, as candidates to fill its mathematical chair. Let him be elected by popular vote, or appointed by Executive authority, or chosen by joint ballot of the Legislature, the question would be immediately asked by thousands, not is he qualified, but is he a *Presbyterian*? Then he will employ his official and personal influence, in favor of Presbyterian colleges, and Presbyterian teachers. Is he a *Methodist*? Then he will traverse the length and breadth of the State, extolling the character, and magnifying the superiority of Methodist institutions, in the *extent* and *thoroughness* of their course of studies. Is he a *Baptist*? Then his sympathies will be enlisted in favor of that denomination, and its literary institutions. Does he belong to no religious denomination? Then he will not have the confidence, and hearty co-operation of a large portion of the community, for however diversified may be our religious sentiments, there is a strong and prevailing impression in society, that the great principles of the Bible, are inwrought in, and inseparable from, the civil institutions of the land. The Bible is too deeply enthroned in the hearts of the people, to be excluded from our common schools, and other institutions of learning. "Woe worth the day" to us as a nation, when that blessed volume shall be denied an entrance to any of our seats of science. But with what consistency and success, would one urge the claims of the scriptures, as a standard of moral action, whose own

life and character were not regulated by its holy teachings? A minister of public instruction should be a man of sterling worth and religious principle, else he will be destitute of an essential element of success, and an indispensable qualification for the office.

Is there any hope that such a man can be obtained to labor in Indiana without awakening denominational prejudices, and sectarian bigotry to such an extent, as to forbid all reasonable expectations of success? When prominent and influential individuals in leading denominations, will publicly advocate the distribution of the school funds among the different sects, according to their number, or to urge the withdrawal of their denomination from the common schools to establish and sustain parochial schools under the pretext that the Bible, whose claims as a standard of morals, have been recognized in various ways, in our civil policy, cannot be used in our common schools without interfering with the religious belief of citizens, it is certainly the dictate of wisdom to abstain from introducing any new element of discord. It is deeply to be regretted that such views should be advocated, and their adoption urged by good men. While all are free to express their opinions, it is the inherent right of every one, to canvass the measures recommended for general adoption. If the ploughshare of sectarian bigotry, must be driven through our common schools, it should be distinctly understood, by the advocates of such measures, that the legitimate result of that policy, will be to sunder some of the strongest ties, that bind our social and political fabric, and loosen the very *keystone* of the arch of our present happy Union. Is it said that the experience of Ohio refutes the objection, that the task is too Herculean to be accomplished by one man? Let us look at the facts in the case. Mr. Lewis, the first and only superintendent, as a separate and independent officer, that Ohio has ever had, was elected in 1837, and resigned in 1840, on the ground of impaired health, and says in his letter of resignation, "he who fills this department, with honor to himself, and usefulness to his country, will need to have health sufficient to sustain him, under severe physical labor one half of the year, and a constant attention to office duties the other half." He did all that a noble and devoted man could do, and in three years sunk under the pressure of the burden. Why has Ohio remained *seven* years without filling his place, if such an officer is indispensable, especially after having had ample opportunity to see the effects of his labors? The report of her superintendent, (she makes her Secretary of State ex-officio, superintendent of common schools,) for the last two years, furnishes abundant evidence that her schools will never become what they ought to be, by the labors of *one man*. In his last report Mr. Galloway employs the following language, which corroborates the position we have assumed: "Some, supposing that an individual at the head of the school system, uncumbered by other duties, and giving his exclusive attention to the subject, might in-

spire it with new life, have recommended the re-establishment of the office of State Superintendent. The most eminent talents and devotedness, in such a post, would, in our present condition, be comparatively *valueless*, for want of a vigorous co-operative agency in all the counties, or at commanding points. The *forte* of a superintendent, must consist, in his personally visiting the central places of influence and intelligence, and exciting, and invigorating, controlling minds by addresses on education. The agency must necessarily be restricted, in a great measure, for there are no *apt conductors* of any animation, which he might produce. He may electrify audiences, by his eloquence and facts, but there are none ready to catch the fervor and communicate it to all. For want of this active sympathy, the stimulus will be momentary, and will be like galvanic action on the lifeless corpse—a spasm or two, and all will be over. Written appeals and circulars for many years, have been transmitted to important localities; but they have not met an intelligent response, and produced the appropriate effects, for want of welcome sympathy, and cultivated sentiment. However desirable and useful the services of an officer of the kind designated might be, yet it is believed that a *county superintendent* is of paramount importance, and ought to be preliminary to this, or any other important change. This is next in order to that prime necessity, money, and without it the most abundant means, will not accomplish the high aims of the founders of our school system." The closing suggestion, is only a reiteration of a thought we find in Mr. Lewis' last report. "My experience confirms me in the opinion, that there must ultimately be a county officer, whose special business it shall be, to attend to all school duties, if we intend to elevate our system to the proper standard. I am clearly of the opinion, that it would be a saving of expense to have such a county officer, and that it would essentially aid in rendering permanent and prosperous the cause of universal education." These views of Mr. Lewis have been triumphantly carried out in New York. She incorporated the county superintendent feature into her system in 1841. The reports of the labors of these officers for 1843 and '44 are contained in two large 8vo. volumes of 467 and 699 pages. The perusal of them will be sufficient to convince every candid mind, that the county superintendents are the only officers, that can apply the appropriate remedy to the evils found to exist, to a greater or less extent, in all the common school systems of the Union. Let us retain our present arrangements, by which the Treasurer of State, becomes *ex-officio* superintendent of common schools, and so perfect our system, that he shall have the materials put into his hands, for a full and able report to the legislature. Let us, like New York, leave that feature of our system undisturbed, and direct our efforts at improvement in another direction. She has not been guilty of the folly of sending that officer from Dan to Beersheba, to lecture and collect statistics; and the result of her efforts to infuse life into her system

by the introduction of the county superintendency, is such, that warrants the belief, that we cannot devise a better plan. A brief survey of their appropriate duties, will furnish the most satisfactory expose of the character of the office, and the reasons for the high estimation in which its incumbents are held. They visit all the schools in the county, examine and license teachers, address parents, encourage pupils, counsel instructors, advise township superintendents, recommend school books, hold teachers' institutes, deliver public lectures upon the best mode of teaching the several branches taught in our common schools, and the happiest method of governing, suggest improvements, and changes, as experience and observation might show to be desirable and important, introduce teachers to the acquaintance of district trustees, and thus lend them important aid, in procuring the best instructors, settle questions of dispute relative to the operation of the school law in its various ramifications, collect statistics, receive the reports of township superintendents relative to funds, scholars, and school houses, length of schools, rate of wages paid teachers, number of children in each district, between five and twenty years of age; and embody these reports, in one to the State superintendent, who would thus be furnished with materials for a full, and an intelligent exhibition of the educational condition of the State, to be laid before the Legislature every year. It is obvious to every one, upon the slightest reflection, that the faithful performance of such duties, would require an amount of labor, that might well tax the time and energies, of one good man in every county. That our schools require such supervision is abundantly evident from their present condition, that the faithful performance of such duties, by a competent man, would render them tenfold more useful than they now are, is equally manifest. They would be the channels, through which information would be received by the Legislature, and through which its action on this subject, could be most effectually conveyed to the points desired. The county superintendency would afford the happiest opportunity, and also furnish the most efficient means to reach the public mind, influence and direct public sentiment upon the subject of popular education. The superintendents would induce parents to visit the schools, in connection with their semi-annual visitation, and awaken in their minds an interest, which would not fail to result in the speedy removal of evils, which would otherwise last for generations. The effect of an address to them, in the presence of their children and neighbors, and instructor, upon the importance of punctuality in attendance, the advantages of good text books, comfortable and convenient school rooms, the value and economy of well qualified teachers, the duty of filial obedience, the connection of habits formed in early life, with subsequent character, could not fail to exert a moulding influence upon youth, and prove a silent corrective of many defects in parental govern-

ment, and essentially modify the crude opinions so prevalent in community, upon parental obligations.

The change that would be effected in five years in the improved character of teachers, would be of more pecuniary value to the commonwealth, than the whole amount of their salaries. They would be the only authorized persons to examine teachers, and their certificate would be of no avail in another county, so that they would be compelled to witness the consequences of a want of fidelity in this important duty. They would have the highest motive to be true to the trust confided to them. They would be impelled to activity in the discharge of their official duties by various considerations. The character and extent of their labors would be inferred from the complexion of their annual reports. The gradual improvement of the schools, and qualifications of the teachers, and increased interest of parents in them, would be considered the appropriate evidence of their fidelity. A motive impelling to effort, might also be drawn from a noble and generous rivalry between adjacent counties and their superintendents, to have schools of a high order, teachers of superior attainments, school houses of a neat and attractive exterior, and a well arranged and well furnished interior, ably conducted and well sustained teachers' institutes, the best text books and uniformity in their use, the best selected libraries, and the highest degree of intellectual culture and refinement in the great mass of society. Their term of office should be at least three years, so that there may be inducements to exertion arising from a period of official life sufficient to authorize leaving other employments, and making suitable preparation to qualify themselves for this. By such a period of official existence they would have the opportunity to acquire much practical knowledge and experience, thereby increasing their powers of usefulness. They should be appointed by the county commissioners, impelled to impartiality and fidelity in the appointment, by the sanction of a special oath to select the best man. The compensation should be such as to command the services of competent men. In New York they are appointed by the county supervisors for two years, "removable by them and the State superintendents for cause shown. They receive two dollars per day, the whole amount not to exceed five hundred dollars in any one year; one-half of which is a county charge, and the residue payable by the State." The county superintendents possess advantages over any other, from the fact that they labor on a field where they are personally known. Their knowledge of localities and the possession of the confidence of their fellow-citizens, from their known integrity and moral worth, will enable them to prosecute their labor with great facility and success. From the considerations already named it is obvious that there are good and substantial reasons for the high degree of favor this feature of their system has met with, from the great mass of the people in the first and only State that has adopted it. How much our educational interests have suffered from neglect, may readily be inferred

from the suggestions already made relative to what is necessary to elevate them to their proper position in the public estimation, and to give them a character that shall not only retain that estimation, but even increase the conviction of the paramount importance of intellectual culture to any plan of internal improvement. The inversion of the natural order of progress, has been our folly, and we must smart for it, however sincere and hearty may be our repentance. Our fathers made provision for the education of the rising generation, long before they had subdued the forest. The wisdom of their policy is seen in the intellectual and moral condition of their posterity.

They did not begin to lay the distributing pipes to convey the waters of knowledge to every family, till they had located the reservoir, and given it an elevation and capacity that would insure an abundant and unfailing supply, and send its life-giving contents through every channel to the remotest part. They also established subordinate fountains at points, where the inhabitants were sufficiently numerous to require such local supplies. These *memorials* of the wisdom and foresight of our pilgrim fathers, will outlive the most splendid monuments of their commercial enterprise, and physical improvement.

Does any one ask, what feeds those perennial springs that burst forth from every hill-side, and pour their fertilizing streams through every valley of New England? Let him look at those massive structures, around which the moss of ages has begun to gather. Let him ascertain their dimensions, and fathom the depth of the waters within. Let him stand by, when those fountains play and toss their crystal waters in mid-air. Let him contemplate the view, when the dazzling rays of the midday sun fall upon those attenuated drops in their misty height, and paint surrounding objects with all the rainbow's gorgeous colors. Let him trace those sparkling waters thrown up for an hour to exhibit their purity and the elevation of the fountain, as they fall into the basin beneath to be thrown out in a thousand fantastic forms from other reservoirs, and distributed to every mansion without distinction, to refresh and bless its inmates. Can any one be at a loss for the cause of the superior intellectual fertility of New York, who contemplates her spacious reservoirs, splendid fountains, and ten thousand pipes, through which the waters of science and literature are conveyed to all her citizens? Her colleges, and academies, and common school are brighter gems in her coronet of glory than her canals, rail-roads, and aqueducts. She has wisely constructed these literary reservoirs, and fountains of science, and connected them with the subordinate portions of her system of distribution, and considers them one and indivisible. As water raised to a great height, will freely pass through the channels made for its distribution beneath; so knowledge, in possession of cultivated minds, will diffuse itself through surrounding masses brought in contact. How beautifully is this illustrated, by the labors of some of her most gifted sons.



in the cause of popular education. Have her De Witt Clintons, her Dixes, her Spencers, done nothing for common schools?

As water will not rise higher than the fountain, so common schools cannot train those who will, in turn, elevate and improve these primary institutions. To assert that they can be raised to their proper elevation without the aid of intellectual culture, superior to what they can furnish, is as idle and visionary as the chimera of perpetual motion. This simple comparison, drawn from a well known principle of hydrostatics, is enough to prove beyond the shadow of a doubt, the indispensable necessity of higher institutions, to secure the permanent prosperity, as well as the gradual elevation of our common schools. Where will be found the most intelligent, efficient, and persevering friends of our primary schools? Will they be among those, who foster the vulgar prejudice, that colleges are aristocratic and have nothing to do with common schools, their teachers and students have no sympathy with the common mass; or will they be found among those whose minds have been expanded by enlarged and liberal culture, and whose intellectual vision extends beyond the narrow limits of the demagogues' horizon, and whose creed does not consist of the seven principles of the political sycophant. Who have been more untiring and self denying in their efforts to promote the cause of universal education, than the educated ministry of our country? Who have devised and matured our systems of common schools, and raised them to the proud position they now occupy in the empire State? Let her most gifted and able statesmen answer, and their slanderers sink to the oblivion their baseness merits.

Experience admonishes us not to overlook our academies and colleges in our zeal for common schools. These higher institutions, are the reservoirs and fountains, and it is idle to expect that the waters of science will burst forth in living streams, in every district of the State, unless these fountains are capacious and in good repair. The State may be traversed by a thousand canals, but if reservoirs and feeders are not provided in sufficient numbers and capacity, they would be literally ditches, proclaiming the folly of those who dug them.

It was doubtless an oversight in the legislative recommendation, to the friends of education, to assemble and discuss the subject of common schools and embody the result of their deliberation, in resolutions and suggestions for the consideration of the law-making power, that no reference was made to higher institutions. Perhaps it was supposed that these would take care of themselves, while the common schools needed to be *looked after* a little, inasmuch as the superintendent reported that almost *two thirds* of their pupils had *played truant* the last year. It is to be hoped, that as the convention in its first session, was entirely engaged in devising the best mode of laying down *the pipes*, and recommending the appointment "of a *superintendent with an ample salary*" to take charge of the distribution of those

streams of knowledge, which would go coursing through their nicely adjusted channels, in spite of all Dame nature's vetoes, it will at its next session, appoint a committee to ascertain the character and condition of the reservoirs, which must supply the waters of knowledge, to fill their intellectual canals, and report to the Legislature before the close of the ensuing session.

I fancy that such report will not be of the flattering character that some suppose, or such indeed, as would seem to be implied in the silence of the Legislature on this subject, in its resolution of invitation. It is probably impossible to ascertain the condition of our county seminaries. There are a few of them that deserve the name, but it is believed that a large majority of them are miserable perversions of what was contemplated by the authors of that feature of our educational system, and perfect mockeries of such institutions as we need, to educate the male and female teachers of our common schools. The thought of making crime furnish the means of its prevention, was a happy one, and the embodying of the idea in the fundamental law of the State, in the form of provision for academical institutions was equally felicitous, but the details of the plan have been unfortunate. The fine and forfeiture should have been a common fund, similar to the Literature fund of New York, for the special encouragement of academies.

Had that course been taken, we should have had by this time a handsome fund, the interest of which, distributed to the incorporated academies, *one* in each county, according to the number of pupils pursuing a given course of studies, would not fail to impart a life and activity to this department of our educational efforts which it does not now possess, and *never will have*, till something of this kind is done. Let us not waste our time in fruitless regrets, but guard against the perpetuity of the folly. Let us secure as large a portion as possible of the seminary funds, and convert them into a common fund for the equal benefit of the State. If rogues and rowdies remained in the same counties, in which they committed their depredations, then the propriety of retaining in those counties the amount of their fines and forfeitures for the better instruction of them, or at least of the rising generation, which might be liable to be led astray by their bad example and evil influence, would be more obvious. But as they are given not a little to *migratory* habits, it seems as wise to anticipate their depredations as to attempt to correct the evil after its commission. Then it is manifestly wise and equitable to make such a fund contribute to prevention as well as correction, and in such a way as will most effectually call forth and encourage individual and associated effort. A glance at the academical department of the superintendent's report of last December, reveals the wretched condition of a portion of our system. That document presents a strong appeal for legislative interference to recover from abuse and utter ruin, the funds which have accumulated under the provisions of the Consti-

tution. There is but little in the history of this department to encourage the hope, or warrant the belief, that the expectations of the framers of the Constitution will ever be realized by the *present organization*. Better sell the seminary buildings in those counties, where they have not already been *levied upon*, and convert the avails into a fund, which being added to the unexpended cash on hand, in the counties where no buildings have been erected, should be kept accumulating till it amounts to \$100,000. The interest on that sum, and the aggregate of the fines and forfeitures from year to year, would soon amount to \$10,000 to be distributed in the way suggested above. Such a sum, judiciously appropriated, would do much to stimulate and assist public enterprise, and secure the proper instruction of hundreds of worthy young men and women, to become the instructors of our common schools. Such a mode of distribution would bring this class of institutions into operation as fast as the public interests really demand.— This system would prevent public funds being expended for buildings of an unsuitable character, and cause all mistakes in this way, to be made at individual cost, and not at the expense of public funds.

While it is best that colleges should be left to the control of those, who will invest their funds in such enterprises, yet it is the duty of the commonwealth to have such an oversight and control of them, as will enable her to determine whether an increase of them is needed, and whether they are substantially, what they profess to be. Our best and highest interests are vitally affected by this class of institutions. In them will be formed the character of many of the controlling minds of every generation. Is it a matter of no consequence to the community, what may be the character of those who teach, and thus give direction to mind and heart in their developments? Does the commonwealth suffer no detriment from men of superficial attainments, or equivocal character, occupying such stations of influence? Do we wish repudiation to be taught in these institutions, and a code of ethics adopted, as would furnish even the most distant encouragement to the doctrine, that the end justifies the means? These fountains must be pure, and those who preside over them must be above suspicion of anything mean. They must be men of sterling integrity, transparent honesty, noble and generous sympathies, enlarged and liberal views and well balanced, and thoroughly cultivated minds. The course of study pursued in them should be as extensive and thorough as in any colleges in the land. Those who now so far forget the claims of the institutions of Indiana upon their patronage, as to send their sons over the Alleghenies for education, would have no pretext for expending their funds on colleges a thousand miles off, when their sons could be as thoroughly trained on Hoosier soil, with those who will be their companions in after life. Why should fifty men in Indiana, expend \$300 apiece per annum, in sending their sons to the institutions of the older States, when it need not cost them more than one-third of the sum, to educate

them at home? Why should these men pay \$10,000 a year extra, for the item of superior instruction, when it can be secured here, if they will unite with those engaged in rearing in Indiana, colleges of a thorough and substantial character? The *annual extra expense* of these men, would endow a professorship in any of our colleges, and the aggregate expense of four years, would place a \$10,000 library in four of our own colleges for the benefit of the present and succeeding generations. Why should not that sum be secured to shield and encourage our own institutions? Indiana is called upon as a State, to awake to her duty to her colleges, on the score of political economy, if she cannot be impelled to it by higher considerations. Why should she not extend a generous sympathy, lend substantial aid, and manifest a *maternal* interest in the institutions of learning, reared by the liberality of individual associations? Would not the \$100,000 thus saved in ten years, be of some service to her? Would not the increased interest, thus secured for her own colleges in the minds of her educated sons, result in their enlargement and permanent usefulness? Would not the successful operation of four or five colleges, established by private munificence, enjoying the confidence, and sharing the patronage of large portions of the citizens of a State, whose inhabitants, in thirty years will be millions, contribute much to give character and stability to our common schools, furnish *competent instructors* for our county seminaries, improve the liberal professions, elevate the standard of public morals, give tone to public sentiment on every important subject, and interpose the most effectual barrier to improvident and unwise legislation?

It is both the interest and duty of the State, to encourage and assist every association of her citizens engaged in enterprises of a public nature, if those enterprises would languish or fail of success for want of such aid. Is it for the advantage of the community, that a canal should be constructed, or a rail road be built through an important section of the State? then it will be wise, politic, and just, that those who will make such improvement, should have the co-operation of the State. Public funds have always been found to be more safely invested, in connection with private capital, and also more productive in enterprises that enlist individual effort, and are regulated by private supervision. If it is wise for the State to encourage and aid private enterprise in completing works of *internal improvement*, would it not be equally wise and equitable for her to assist her citizens in their associated capacity to rear *institutions of learning*, from which no pecuniary remuneration is sought, or expected by those who contribute the funds? Would not the investment of her University funds in connection with private enterprise, be more productive than her present arrangement? To discharge her duty as trustee of funds furnished by the General Government, she must create a corporation to carry out her views and wishes. Is it reasonable to suppose that the Board of Trustees will

feel the same degree of interest, and make the same effort, that they would in an enterprise, in which they had invested their own funds? I have entire confidence in those members of the Board of the State University, with whom I have the pleasure of an acquaintance, yet it will not be impeaching their honesty, nor questioning their integrity as honorable men, to suppose, nay to believe, that they will not feel the interest, nor make the sacrifice, to elevate its character, that they would in an institution in which they had each embarked a thousand dollars of their own funds. The State cannot manage colleges any better than she can canals and railroads, and the history of such enterprises abundantly proves that there is a more excellent way. Let her copy the example of New York, with such modifications as circumstances would seem to require. Let Indiana dissolve the present Board and create another by the style and title of "Regents of the University." Let such Board consist of at least sixteen members, two from each of the several denominations engaged in promoting collegiate education, and the remainder from other portions of the community, who have not yet embarked in such an enterprise. (They should all be men, who have been connected with a college at some period of their lives, so that they would be familiar with the proper course of study to be pursued, and qualified to conduct the examinations in such a course.) Let this Board have charge of the University funds, and disburse the income of these funds, equally to those colleges which would comply with the conditions of the disbursement. The University should consist of such institutions as would adopt a course of study substantially equivalent to the one prescribed by the board, furnish an annual report of their receipts and expenditures, the number of students, the actual amount of study accomplished by each class, and the course required to be pursued to obtain a degree, permit a committee of the board to attend the annual examination, and assist in conducting them, provide for the delivery of a course of lectures to their students, upon the theory and practice of teaching, and the best mode of governing common schools, and admit students, one from each county, free of charge for tuition, to the amount of the annual appropriation to said college. Such an union of affiliated institutions, would be a glorious realization of the idea of an University. It would leave the several corporations at perfect liberty to control and manage their affairs at pleasure, only requiring that they should be what they profess to be, conferring no literary degrees below a certain grade, and permitting no one to enter upon the studies of a class, without a satisfactory knowledge of the previous studies of the course. Then students could not pass from one college to another, and enter upon a higher grade of studies than they were pursuing at the one they left. Cases of this kind have occurred, which induces the belief that the interests of sound learning, have suffered from an eagerness to swell the number of students, and gratify the wishes of those desiring to shorten the period of mental effort.

We need as sound and thorough scholarship in Indiana as the people of any other State. The day is not far distant when cultivated talent will receive its due reward. Let our colleges be such as will command the respect of the literary world, and their graduates be worthy peers of those who may have been educated at the older institutions. There are five colleges in operation, including the State institution, whose course of study is published. Four others have been reared and sustained by as many different denominations, and are points, around which are clustered the sympathies of those portions of our citizens, who have established them. They are conveniently situated to accommodate their friends and patrons. The interests of sound learning suffer by the multiplicity of institutions, having the same nominal character. It may justly be questioned, whether the real wants of Indiana, require any increase of the number of colleges for the next thirty years.

Let the Regents of the University have charge of the *Literature fund*, to be distributed to the academies, one in each county, as fast as they shall be established by private enterprise, and comply with the rules regulating the distribution. Let them have the power of determining whether the interest of learning requires an increase of colleges, and let the Legislature grant charters for such institutions, only upon the recommendation of the Regents. Every college, previous to being admitted as a member of the association, shall exhibit satisfactory evidence to the Regents that the corporation is a bona fide possessor of \$25,000 worth of property. Let the college buildings, grounds, library, and apparatus of the institution at Bloomington, valued probably at \$25,000, be sold to any association of citizens, who will give \$12,000 and pledge themselves to sustain a college, as one of the affiliated institutions of the University. It seems by the Treasurer's last report that the University funds have been reduced to \$72,413 73. This sum, increased by the avails of said sale, would amount to \$84,413 73. Perhaps there may be lands unsold, so that the assets of the concern might amount to \$90,000 00.

Let the present Board be dissolved, and the proposed one be created, with the necessary powers to carry out the plan suggested. By the operation of this plan, the funds would be just as much in the power, and under the control of the State, as they now are. The income of the funds would all be *productive capital*, for it would all be expended for the tuition of worthy young men, who would pledge themselves to teach in Indiana, as many quarters as they should receive gratuitous instruction, or refund the amount of their tuition to the Board. Such an arrangement would be a happy union of public funds and private capital, in the noblest of all enterprises. Do those, who will invest their funds in such enterprises, deserve no encouragement from the State? The public spirit and energy, that has hitherto sustained them, will doubtless secure their ultimate success, but would it ---

be good policy for the State to obtain such *efficient partners* in efforts to promote collegiate education ?

How such a proposal on the part of the State would be received by the several boards of trustees of our colleges, I know not, for they have not been consulted, but the suggestion has been made with reference to the general welfare and prosperity, of our educational efforts, as the Trustees of funds appropriated by Congress for collegiate education. The plan seems to involve no serious difficulties, and the prospect of effecting a greater amount of good is certainly as fair, to say the least, as our past arrangement. No vested rights are impaired, for the present Board is a mere creature of the State, to manage the affair, just as the Trustees or Commissioners of any other fund, are charged with the custody and distribution of its proceeds. No private property is involved in the change. It is a mere question of the best mode of doing, what the State is bound, both by *honor* and *interest* to do, in the wisest and most efficient manner.

If the suggestions contained in this address, shall prove of any service in directing you in your arduous duties, the object of presenting them will be accomplished, for they have been made from no desire or expectation of any office that might be created by their adoption, but from a desire that our beloved State, should adopt such an educational system, as would be wise for our sister States in this valley to imitate.

ONE OF THE PEOPLE.

## APPENDIX.

### A.

That our condition as a State and as a Union, is actually more deplorable than the above exhibit drawn from the last census, indicates, becomes evident from various considerations.

"The deputy marshals or assistants, who took the census, traveled from house to house, making the shortest practicable stay at each. They received compensation by the head, not by the day, for the work done. Considering the time to which they were limited, more was required of them than could be thoroughly and accurately performed. The most creditable sources of information would be the heads of families; but as these might not always be at home, they were allowed to receive statements from persons over sixteen years of age. It must often have happened that the import of the questions proposed by them, was not fully understood. A new source of error would exist in any want of fidelity in the agent; and who can suppose among so many, that all were faithful? It is well known too, that no inconsiderable number of persons gave false information when inquired of by the deputies,—either through a wanton or mischievous disposition, or through a fear that the census was only a preliminary step to some tax or other requisition to be made upon them by the government.

Let me fortify this reasoning with facts. In the annual message of Governor Campbell of Virginia, to the Legislature of that State, dated January 9th, 1839, I find the following statement: 'The statements furnished by the clerks of five city and borough courts, and ninety-three of the county courts, in reply to the inquiries addressed to them, ascertain, that of those who applied for marriage licenses, a large number of them were unable to write their names. The years selected for this inquiry, were those of 1817, 1827, 1837. The statements show that the applicants for marriage licenses were as follows:

		Unable to write.		Proportion.	
In 1817	- - 4682	- - 1127	- -	4.1	
1827	- - 5048	- - 1166	- -	4.3	
1837	- - 4614	- - 1047	- -	4.4	

It is to be feared that the education of females is in a condition of much greater neglect.

The information here given, was obtained from five city and borough, as well as from ninety-three county courts, (the whole number of counties in the State being 123,) not, therefore in the dark interior only, but in the blaze of city illumination. The fact was communicated by the Governor of a proud State to the Legislature of the same. Each case was subjected to an infallible test, for no man, who could make any scrawls in the similitude of his name, would prefer to make his mark and leave it on record. The



requisition was made upon the officers of the courts, and the evidence was of a documentary or judicial character,—the highest known to the law.— And what was the result? Almost one *fourth* part of the men applying for marriage licenses, were unable to write their names! It would be preposterous to suppose that their intended wives had gazed, from any nearer point than their husbands, at the splendor of science. An inquiry made in another part of the same State, by one of its public officers, showed that one *third* of all those who had applied for marriage licenses had made their marks!

Now Virginia has a free white population, over 20 years of age, of 329,959. One fourth part of this number is 82,482, which according to the evidence presented by Governor Campbell, is the lowest possible limit, which the minimum of adults unable to read and write can be stated. But the census number is only 58,787, making a difference of 23,702, or more than forty per cent. North Carolina with a free white population, over 20 years of age, of only 209,685, has the appalling number, even according to the census, of 56,609 unable to read or write; or a great deal more than one quarter part of the whole free population, over 20 years of age, *below zero*, in the educational scale. If to this number we should add 40 per cent. as facts require us to do in the case of Virginia, we should find almost *two fifths* of the whole adult population of that State in the same cimmerian night."—*Hon. Horace Mann's 4th July Address*, 1842.

In reference to our own State, it is sufficient to remark that no reports of the number of those over 20 years of age unable to read and write, were made by the marshals in *five* counties, and the number of this class in Monroe is stated to be only 9, which no one would believe to be correct of a county that joins another where only *four-tenths*, more than *one-half*, can read and write.

## B.

### EDUCATION AND LABOR.

During the past year I have opened a correspondence, and availed myself of all opportunities to hold personal interviews with many of the most practical, sagacious, and intelligent business men amongst us, who for many years have had large numbers of persons in their employment.

The result of the investigation is a most astonishing superiority in productive power, on the part of the educated over the uneducated laborer.— The hand is found to be another hand, when guided by an intelligent mind. Processes are performed, not only more rapidly, but better, when faculties which have been exercised in early life, furnish their assistance. Individuals who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence, by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value, where there are no extrinsic circumstances to bind a man down to fixed position, after he has shown a capacity to rise above it;—where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other,—there it is found as an almost invariable fact,—other things being equal,—that those who have been blessed with a good Common School education, rise to a higher and higher point, in the kinds of labor performed, and also in the rate of wages paid, while the ignorant sink, like dregs, and

are always found at the bottom.—*Mr. Mann's Fifth Annual Report as Secretary of the Massachusetts Board of Education.*

The house with which I am connected in business, has had for the last ten years, the principal direction of cotton mills, machine shops and calico printing works, in which are constantly employed about three thousand persons. The opinions I have formed of the effects of Common School education upon our manufacturing population, are the result of personal observation and inquiries, and are confirmed by the testimony of the overseers and agents, who are brought into immediate contact with the operatives. They are as follows:

1.—That the rudiments of a Common School education are essential to the attainment of skill and expertness as laborers, or to consideration and respect in the civil and social relations of life.

2.—That very few, who have not enjoyed the advantages of a Common School education, ever rise above the lowest class of operatives; and that the labor of this class, when it is employed in manufacturing operations, which require even a very moderate degree of manual or mental dexterity, is unproductive.

3.—That a large majority of the overseers, and others employed in situations which require a high degree of skill in particular branches; which, oftentimes require a good general knowledge of business, and, *always*, an unexceptionable moral character, have made their way up from the condition of common laborers, with no other advantage over a large proportion of those they have left behind, than that derived from a better education.

A statement made from the books of one of the manufacturing companies under our direction, will show the relative number of the two classes, and the earnings of each. This mill may be taken as a fair index of all the others.

The average number of operatives annually employed for the last three years, is 1200. Of this number, there are 45 unable to write their names, or about 3½ per cent.

The average of woman's wages, in the departments requiring the most skill, is \$2.50 per week, exclusive of board.

The average of wages in the lowest departments, is \$1.25.

Of the 45 who are unable to write, 29, or about two thirds are employed in the lowest department. The difference between the wages earned by the 45, and the average wages of an equal number of the better educated class, is about 37 per cent. in favor of the latter.

The difference between the wages earned by 29 of the lowest class, and the same number in the higher, is 66 per cent.

Of 17 persons filling the most responsible situations in the mill, 10 have grown up in the establishment from common laborers or apprentices.

This statement does not include an importation of 63 persons from Manchester, in England, in 1839. Among these persons, there was scarcely one who could read or write, and although a part of them had been accustomed to work in cotton mills, yet, either from incapacity or idleness, they were unable to earn sufficient to pay for their subsistence, and at the expiration of a few weeks, not more than half a dozen remained in our employment.

In some of the print works, a large proportion of the operatives are foreigners. Those who are employed in the branches which require a considerable degree of skill, are as well educated as our people, in similar situations. But the common laborers, as a class, are without any education, and their average earnings are about two thirds only of those of our lowest classes, although the prices paid to each are the same, for the same amount of work.

Among the men and boys employed in our machine shops, the want of education is quite rare; indeed, I do not know an instance of a person who is unable to read and write, and many have a good Common School education. To this may be attributed the fact that a large proportion of persons

who fill the higher and more responsible situations, came from this class of workmen.

From these statements, you will be able to form some estimate, in dollars and cents, at least, of the advantages of a little education to the operative; and there is not the least doubt that the employer is equally benefited. He has the security for his property that intelligence, good morals, and a just appreciation of the regulations of his establishment, always afford. His machinery and mills, which constitute a large part of his capital, are in the hands of persons, who, by their skill, are enabled to use them to their utmost capacity, and to prevent any unnecessary depreciation.

My belief is, that the best cotton mill in New England, with such operatives only as the 45 mentioned above, who are unable to write their names, would never yield the proprietor a profit; that the machinery would soon be worn out, and he would be left, in a short time, with a population no better than that which is represented, as I suppose, very fairly, by the importation from England.—*Letter from James R. Mills, Esq. Boston, to Mr. H. Mann.*

I have been engaged, for nearly ten years, in manufacturing, and have had the constant charge of from 400 to 900 persons, during that time, and have come in contact with a great variety of character and disposition, and have seen mind applied to production in the mechanic and manufacturing arts, possessing different degrees of intelligence, from gross ignorance to a high degree of cultivation; and I have no hesitation in affirming that I have found the best educated, to be the most profitable help; even those females who merely attend machinery, give a result somewhat in proportion to the advantages enjoyed in early life for education,—those who have a good Common School education giving, as a class, invariably, a better production than those brought up in ignorance.

I have uniformly found the better educated, as a class, possessing a higher and better state of morals, more orderly and respectful in their deportment, and more ready to comply with the wholesome and necessary regulations of the establishment. And in times of agitation, on account of some change in regulations or wages, I have always looked to the most intelligent, best educated, and the most moral for support, and have seldom been disappointed. For, while they are the last to submit to imposition, they reason, and if your requirements are reasonable, they will generally acquiesce, and exert a salutary influence upon their associates. But the ignorant and uneducated I have generally found the most turbulent and troublesome, acting under the impulse of excited passion and jealousy.

The former appear to have an interest in sustaining good order, while the latter seem more reckless of consequences. And, to my mind, all this is perfectly natural. The better educated have more, and stronger attachments binding them to the place where they are. They are generally neater, as I have before said, in their persons, dress and houses; surrounded with more comforts, with fewer of "the ills which flesh is heir to." In short, I have found the educated, as a class, more cheerful and contented,—devoting a portion of their leisure time to reading and intellectual pursuits, more with their families and less in scenes of dissipation.

The good effect of all this, is seen in the more orderly and comfortable appearance of the whole household, but no where more strikingly than in the children. A mother who has had a good Common School education will rarely suffer her children to grow up in ignorance.

From observation and experience, I am perfectly satisfied that the owners of manufacturing property have a deep pecuniary interest in the education and morals of their help; and I believe the time is not distant when the truth of this will appear more and more clear. And as competition becomes more close, and small circumstances of more importance in turning the scale in favor of one establishment over another, I believe, it will be seen that the establishment, other things being equal, which has the best

educated and the most moral help, will give the greatest production at the least cost per pound. So confident am I that production is affected by the intellectual and moral character of help, that whenever a mill or a loom should fail to give the proper amount of work, my first inquiry, after that respecting the condition of the machinery, would be, *as to the character of the help*, and if the deficiency remain any length of time, I am sure I should find many who had made their marks upon the pay-roll, being unable to write their names; and I should be greatly disappointed if I did not, upon inquiry, find a portion of them of irregular habits and suspicious character.—*H. Bartlett, Esq. Lowell.*

I have had under my superintendence, upon an average, about 1500 persons of both sexes; and that my experience fully sustains and confirms the results, to which Mr. Bartlett has arrived. I have found, with very few exceptions, the best educated among my hands to be the most capable, intelligent, energetic, industrious, economical and moral; that they produce the best work, and the most of it, with the least injury to the machinery.—They are, in all respects, the most useful, profitable, and the safest of our operatives; and, as a class, they are more thrifty and more apt to accumulate property for themselves.

I have recently instituted some inquiries into the comparative wages of our different classes of operatives; and among other results, I find the following applicable to our present purpose. On our pay-roll for the last month, are borne the names of 1229 female operatives, forty of whom received for their pay by "making their mark." Twenty-six of these have been employed in job-work, that is, they were paid according to the quantity of work turned off from their machines. The average pay of these twenty-six falls 18½ per cent. below the general average of those engaged in the same departments.

Again, we have in our mills about 150 females who have at some time, been engaged in *teaching schools*. Many of them teach during the summer months, and work in the mills in the winter. The average wages of these ex-teachers I find to be 17½ per cent. *above the general average of our mills, and about forty per cent. above the wages of the twenty-six who cannot write their names.* It may be said that they are generally employed in the higher departments, where the pay is better. This is true, but this again may be, in most cases, fairly attributed to their better education, which brings us to the same result. If I had included in my calculations, the remaining fourteen of the forty, who are mostly sweepers and scrubbers, and who are paid by the day, the contrasts would have been more striking; but having no well educated females engaged in this department with whom to compare them, I have omitted them altogether. In arriving at the above results I have not considered the *net wages* merely—the price of board being in all cases the same. I do not consider these results as either extraordinary, or surprising, but as a part only of the legitimate and proper fruits of a better cultivation, and fuller development of the intellectual and moral powers.—*J. Clark, Esq. Lowell.*

The Secretary in view of these facts and opinions remarks: "They seem to prove incontestibly, that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property \* \* \* Considering education then as a producer of wealth, it follows that the more educated a people are, the more will they abound in all those conveniences, comforts, and satisfactions which money will buy, and, other things being equal, the increase of competency and the decline of pauperism, will be measurable on this scale. Doubtless, industry as well as knowledge is indispensable to productiveness; but knowledge must precede industry, or the latter will work to no "

effect, as to become discouraged, and to relapse into the slothfulness of savage life. It may be remarked generally, that the spread of intelligence through the instrumentality of good books, and the cultivation in our children of the faculties of observing, comparing, and reasoning, through the medium of good schools, would add millions of agricultural products of the commonwealth, without imposing upon the husbandman an additional hour of labor. Intelligence is the great money maker, not by extortion, but by production. An awakened mind will see and seize the critical juncture; the perceptions of a sluggish one will come too late, if they come at all. A general culture of the faculties gives versatility of talent, so that if the customary business of the laborer is superseded by improvements, he can readily betake himself to another kind of employment; but an uncultivated mind, is like an automaton, which can do only the one thing for which its wheels or springs were made.

And why is that, as far as this Union is concerned, *four-fifths* of all the improvements, inventions, and discoveries in regard to machinery, to agricultural implements, to superior models in shipbuilding, and the manufacture of those refined instruments, on which accuracy in scientific observations depends, have originated in New England? I believe no adequate reason can be assigned, but the early awakening and training of the power of thought in our children. The suggestion is not made invidiously, but in this connection, it has too important a bearing to be omitted, but let any one, who has resided or traveled, in those States where there are no common schools, compare the condition of the people at large, as to thrift, order, neatness, and all external signs of comfort and competency, with the same characteristics of civilization in the farm houses and villages of New England." *Hon. Horace Mann's Report to the Board of Education of Massachusetts, 1842.*

### C

Abundant instances of the beneficent effects of pure air, and the injurious and fatal results of breathing that which is impure, might be cited from the history of hospitals and prisons, and writers generally on health and education. In the Dublin hospital, between the years 1781 and 1785, out of 7650 children, 2944 died within a fortnight of their birth—that is more than one in three. Dr. Clark, the physician, suspecting the cause to be an imperfect supply of pure air, caused it to be introduced by means of pipes into all the apartments, and in consequence, during the three following years, only 165 out of 4242 died within two weeks of their birth—that is less than one in twenty. Dr. Buchan, at a little earlier date, by the same arrangement, reduced the mortality of children in a hospital in Yorkshire, from *fifty in one hundred* to *one in fifty*. In these two cases there was an immense saving of human life. But the good done by these intelligent and observing physicians was not confined to these hospitals for a few years. The result of their observations and labors, led to the introduction of more perfect arrangements, for a supply of pure air, in all structures of a similar character, in England and elsewhere. And at this hour, there are hospitals in this country and in England, in which there is a larger number of cubic feet of air, and that kept pure by perfect means of ventilation, allowed to *each patient* than is contained in many school rooms in this State, occupied by 20, 30, or 40 children, heated with a close stove, and provided with no means of ventilation, except such as time and decay have made. There are instances on record, where the inmates of prisons have escaped the visitation of some prevalent sickness, solely on the ground of their cells being

better provided with pure air, than the dwelling houses all around them. The prisoners in the Tolbooth in Edinburg, were unaffected by the plague, which caused such dreadful mortality in that city in 1645, and this exemption was attributed to their better supply of fresh air. Even the miserable remnant of the party, who were confined in the Black Hole of Calcutta, sick as they were of a malignant and putrid fever, recovered on being admitted to the fresh air of heaven, under proper medical treatment. This Black Hole is a prison in Calcutta, 18 feet square, into which the Nabob of Bengal, after the capture of Fort Williams from the British in 1756, thrust 146 English prisoners. The only opening to the air, except the door, was by two windows on the same side, strongly barred with iron. Immediately on the closing of the door a profuse perspiration burst out on every prisoner. In less than an hour their thirst became intolerable, and their breathing difficult. The cry was universal for air and water, but the former could only come in through the grated windows, and the latter when supplied by the guards without, only aggravated their distress. In less than three hours several had died, and nearly all the rest were delirious and prayed for death in any form. On opening the door at six o'clock, in the morning, less than eleven hours after it was closed, death had indeed come to the relief of 123 out of the 146, and the remainder had sunk down on their dead bodies sick with a putrid fever. Now from what did all this anguish and murderous result spring? From breathing over and over again, air which had become vitiated and poisonous by passing repeatedly through the lungs, and by exhalations from the surface of the bodies of the persons confined there. "This terrible example," says Dr. Combe in his *Principles of Physiology*, "ought not to be lost upon us, and if results so appalling arise from the extreme corruption of the air, results, less obvious and sudden, but no less certain, may be expected from every lesser degree of impurity."—*Common School Journal* Vol. 3, page 111.

In the school room, the same poisoning process goes on day after day, and if the work is less summary, it is in the end more extensively fatal, than in the Black Hole of Calcutta. Every man and woman, who received any portion of their early education in the common school, can testify to the narrow dimensions and low ceiling of the school rooms, and to the discomfort arising from the close, stagnant, offensive atmosphere, which they were obliged to breathe. Who does not remember the comparative freshness and vigor, of mind and body, with which the morning's study and recitations were begun, and the languor and weariness of body, the confusion of mind, the dry skin, the flushed cheek, the aching head, the sickening sensation, the unnatural demand for drink, the thousand excuses to get out of doors, which came along in succession as the day advanced, and especially in a winter's afternoon, when the overheated and unrenewed atmosphere had become obvious to every sense? These were nature's signals of distress, and who can forget the delicious sensations with which her holy breath, when admitted on the occasional openings of the door, would visit the brow and face, and be felt all along the revitalized blood, or the newness of life with which nerve, muscle, and mind were endued by free exercise in the open air at the recess, and the close of the school? Let any one, who is sceptical on this point, visit the school of his own district, where his own children perhaps, are condemned to a shorter allowance of pure air, than the criminals of the State, and he cannot fail to see in the pale and wearied countenances of the pupils, the languor and uneasiness manifested, especially by the younger children, and exhaustion and irritability of the teacher, a demonstration that the atmosphere of the room is no longer such as the comfort, health, and cheerful labor of both teacher and pupils, require.

In this way the seeds of disease are sown broadcast among the young, and especially among teachers of delicate health. "In looking back," says the venerable Dr. Woodbridge, in a communication on school houses, to

the American Institute of Instruction, "upon the langour of fifty years of labor as a teacher, reiterated with many a weary day, I attribute a great proportion of it to *mephetic air*; nor can I doubt, that it has compelled many worthy and promising teachers to quit the employment. Neither can I doubt, that it has been the *great cause* of subsequently sickly habits, and untimely decease." A physician in Massachusetts, selected two schools, of nearly the same number of children, belonging to families of the same condition of life, and no causes independent of the circumstances of their several school houses, were known to affect their health. One house was dry and properly ventilated—the other damp and not ventilated. In the former, during a period of forty-five days, five scholars were absent from sickness, to the amount in the whole of *twenty days*. In the latter, during the same period of time and from the same cause, nineteen children were absent to an amount in all of *one hundred and forty-five days*, and the appearance of the children not then detained by sickness, indicated a marked difference in their condition as to health.—*Connecticut Common School Journal*, Vol. 3, pages 111, 112.

The following list contains some of the most valuable works upon education, which ought to be in every county library for the special benefit of the county superintendents and teachers. A careful study of, and familiar acquaintance with the subjects discussed in them, could not fail to render the services of both superintendents and instructors more interesting and valuable to the community, and do much to elevate and improve our common schools.

**SCHOOL AND SCHOOLMASTER**, by Alonzo Potter and George B. Emerson. Price \$1 00, pages 552. This is a work of great value, from the pens of two experienced instructors. A copy of this work has been placed in *every district school library in the State of New York and Massachusetts*, by the liberality of two of their generous citizens.

**THE TEACHER'S MANUAL**, by Thomas H. Palmer. Price 75 cents, pages 263. This work received the prize of \$500, offered by the American Institute of Instruction in 1838, for the best Essay on a system of Education, best adapted to the common schools of our country."

**THE TEACHER TAUGHT**, by Emerson Davis. Price 37½ cents. The Author of this valuable little work, is the Principal of the Normal school at Westfield, Mass.

**CONFESSIONS OF A SCHOOLMASTER**, by Wm. A. Alcott. Price 50 cents. "Every young teacher should read this."

**LECTURES ON EDUCATION**, by Horace Mann, Secretary of the Massachusetts Board of Education, 338 pages. Price \$1 00. "No man, teacher, committee man, parent, or friend of education generally, can read these lectures, without obtaining much valuable practical knowledge, and without being fired with a holy zeal in the cause."

**THE ABSTRACT OF THE MASSACHUSETTS SCHOOL RETURNS**, 8 vol. 1832 1846, and **THE ANNUAL REPORTS OF THE BOARD OF EDUCATION** of the same State, are exceedingly valuable.

**THE REPORTS OF THE STATE AND COUNTY SUPERINTENDENTS OF NEW YORK** for 1844, and '45, are full of rich and important facts and suggestions to both citizens and legislators, teachers and instructors.

**LECTURES OF THE AMERICAN INSTITUTE OF INSTRUCTION**, for 1830 to 1846, 16 vols. These volumes embrace more than 150 Lectures and Essays, on a great variety of important topics, by some of the ablest scholars and most successful teachers in the country."

**TRANSACTIONS OF THE WESTERN LITERARY INSTITUTE, AND COLLEGE OF PROFESSIONAL TEACHERS**, from 1834 to '40, eight vols.

**THE COMMON SCHOOL JOURNAL**, edited by Horace Mann, in six vols., and the **CONNECTICUT COMMON SCHOOL JOURNAL**, edited by Henry Barnard, in four vols., are exceedingly valuable works. The latter contains important

statistics and extracts from other educational works, which give it a worth not surpassed by any educational periodical in our Language.

The above list is designed only to direct attention to a few of the most valuable, and is therefore closed, with the addition of one work more, just published by one of the most successful teachers in the country.

**THEORY AND PRACTICE OF TEACHING, or the Motives and Methods, of good school keeping,** by David P. Page, Principal of the State Normal school, Albany, N. Y.

It is an admirable book, giving the results of long experience. The station the author occupies, is also a guaranty that it would be worthy of the careful study of all youthful teachers.

#### D.

The Rev. Dr. B. Tarde, for many years the ordinary of Newgate, remarks, the ignorance of the inferior classes of society is the first great cause and idleness as the second, of all the crimes committed by the inmates of that celebrated prison.

Sir Richard Phillips, sheriff of London, says, that on the memorial addressed to the sheriffs by 152 criminals in Newgate, 25 only signed their names in a fair hand, 26 in an illegible scrawl, 101 were *marksmen*, signing with a cross. In Connecticut, no convict ever sent to the State prison had a liberal education, or belonged to either of the learned professions. From the investigations of the chaplain of this prison in 1838, it appears that out of every 100 prisoners, only one could be found, who could read, write, and were temperate; only four, who could read, write, and followed any regular trade. Out of 842 convicts of the Sing Sing prison in N. Y., 289 could not read and write, and only 42 had received a good "common school education." The chaplain of the Ohio penitentiary remarks. Not only in our prison, but in others, depraved appetites and corrupt habits, which have led to the commission of crime, are usually found with the ignorant, uninformed and duller part of mankind. Of the 276, nearly all are below mediocrity, 175 are grossly ignorant, and in point of education, scarcely capable of transacting the ordinary business of life."

Rev. Mr. Clay, chaplain to the House of Correction in Laversham, represents that out of 1129 persons committed, 554 could not read, 222 were hardly capable of reading; 38 could read well; only 8 could read and write well. Of these 1129, 516 were quite ignorant of the simplest truths: 37 were occasional readers of the Bible; and 1 was familiar with the scriptures and conversant with the principles of religion.

Out of the whole number of commitments (23,612) in England and Wales, as returned to the Home Department in 1837, 8464 were unable to read and write; 2234 only could read and write well, and only 101 had received a superior education. Of all the criminal offenders, one half of one per cent. or one in two hundred, had received any education beyond mere reading and writing.

In Prussia, after their school system, perfected in 1819, had been in operation fourteen years, while the population of the kingdom had increased 3 per cent., the proportion of paupers and criminals had decreased 38 per cent.

There are few beggars in Scotland, and no poor rates; while in England every eight or ninth man is a pauper, and the poor rate for forty years has consumed some 5,000,000 pounds sterling a year. In Scotland the wages of labor maintain the laboring classes; in England they are inadequate by an alarming deficiency. In Scotland they have fewer crimes, and those which occur are less malignant.



In 1834 the proportions were as follows :

In England and Wales,	490 sentenced to death,	4043 transported
In Scotland,	6 " " "	272 !

The amount in proportion to population would stand thus :—In Scotland the number sentenced to death would be 72 instead of 6 ! and the number condemned to transportation would be 664 instead of 272 !

England saves the expense of public schools, and the saving costs her \$50,000,000 in courts, prisons, penal colonies and poor rates, not to reckon ruined hopes, broken hearts, blasted characters, and the wretchedness of tens of thousands living in shame and agony, a living death, whom free schools would have brought up to honor and happiness and a useful life. England has left the public morality to take care of itself, and the comment is heard in groans and written in blood," and blazoned on the Chartists' banners in those fearful and ominous words, *bread or blood*.—*Connecticut Com. School Journal*, vol. 2, pages 189 and 90, vol. 4, page 172.

## E.

The population of Scotland in 1831 was 2,365,807, of which 394,301, or one sixth, should be at school. Scotland is divided into 907 parishes including 1005 parochial schools attended by between 50,000 and 60,000 children. From this it would seem that not *one sixth* of the juvenile population are provided for in this class of schools. It is estimated that 15,000 may be in burgh or other public schools ; 25,000 in society and charity schools, and 6,610 in the schools established by the general assembly in the highlands and islands, and leaving 247,190 for whose instruction no public provision has been made.

In want of public schools and from defects in their organization and management, private schools have been established, and to these the higher and middle classes, influenced by a desire to give their children a better education than can be obtained in the parochial schools, and yet, many by a spirit of exclusion, send their children. It is estimated that there are as many children in the private as in the public schools. This will leave upwards of 100,000 children to grow up without the means of education.

Mr. Colquhoun, in his speech in the House of Commons in 1834, estimates that there are 20,000 in this state in Glasgow alone. In Paisley no fewer than 14,000 are growing up without education. He complains also of the state of education in the rural districts ; not only as respects the highlands, but also as regards the lowlands. The worst instances of the latter kind, mentioned by Mr. Colquhoun, are of those of two parishes, one in Dumbartonshire and the other in Berwickshire ; in the first, the fraction of the population at school is stated to be *one thirteenth*, and in the second, *one fifteenth* ; whereas, if all between the ages of five or fifteen were at school, the fraction would be *one fifth*. Such then is the state of education and such its enormous deficiency both in the towns and rural districts of Scotland. I am aware, he remarks, that a different impression prevails, that Scotland ranks high in the estimation of all on the subject of education. I am sorry to disturb that impression ; but I feel that it is the best and truest policy to exhibit clearly the amount of the evil, in order that you may be induced to apply yourselves to the remedy.—*Conn. Common School Journal*, vol. 2, page 250.

I would recommend to the consideration of the friends and advocates of parochial and sectarian schools, the following remarks of one of Scotland's noblest living worthies, Thomas Dick, L. L. D.

We would deprecate the education of the general mass of the population

being entrusted exclusively either to the established church, or to dissenters of any denomination. Clergymen of all denominations should be considered as eligible, in common with other intelligent individuals, as superintendents and members of educational committees; but experience proves that it is dangerous to the general interests of the community to entrust its affairs, especially those of which relate to education, to any privileged class of society; for in such a case the general good of the public has frequently been sacrificed to the interests or ambition of a party.

One of the chief pretences generally set up for exclusive clerical superintendence, is the ~~promotion~~ of the interests of religion. It is much to be deplored that religion, which was intended to promote "peace on earth and good will among men," should so frequently have been used as a pretence for sowing dissensions in society and violating the principles of natural justice. Whether "pure religion and undefiled" is promoted by attempting to raise one portion of the community and to crush another, and to throw a large body of respectable characters into a state of unmerited degradation, on account of their adherence to the dictates of conscience,—is a question which may be safely left to every unbiassed inquirer to decide. With regard to the *religious* instruction of the *young*, no difficulty could arise from the circumstance of persons belonging to different religious parties having the superintendence of it; since almost every denomination of christians recognizes the *essential* parts, doctrines and duties of christianity, which are the only religious topics, which ought to be exhibited to the *young* either in public or in private life. The man who, overlooking such subjects, would attempt to expatiate before the young on points, sectarian points of controversy, ought to be considered as destitute of that prudence and discretion which are requisite for a public instructor. If religion were taught, as it ought to be, directly from its original records, instead of being inculcated from human formularies, there would soon be little difference of opinion respecting its main and leading objects. The religion of Heaven has been communicated to us chiefly in the form of historical narrations, unfolding to us the Divine dispensations, in relation to the fall, the recovery and renovation of mankind, and embodying certain leading truths and moral precepts, to direct our affections and conduct, the great end of which is, not to engender strife and spirit of metaphysical speculation, but to counteract moral evil, and to promote union, harmony, and love among all, who acknowledge its authority. There is no believer in revelation that calls in question the facts of scripture, the perfections of the Deity it unfolds, the death, resurrection and ascension of Christ, the immortality of the soul, a future state of punishments and rewards, or the propriety of the moral principles it inculcates. These are the leading topics of revelation; and to insinuate that such subjects cannot be taught directly from the scriptures themselves, without the aid of human formularies, is nothing short of throwing a reflection on the wisdom of God, on account of the *manner* in which he has communicated his will, and of affixing a libel on the character of the inspired writers, as if their writings were not sufficiently plain and perspicuous.—*Dick's Works*, vol. 5, pages 358, 359 and 360, *Phila. Ed.* 1847.

## ERRATUM.



On the 7th page, the following caption ought to be over the columns of figures, viz :  
Over the first column the words " over 20 years," over the second, " unable to read,"  
over the third, " proportion of those over 20 unable to read and write," as in the table  
which follows.

